|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Historical Accuracy** | All historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| **Role** | Point-of-view, arguments, and solutions proposed were consistently in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were sometimes in character. | Point-of-view, arguments, and solutions proposed were rarely in character. |
| **Knowledge Gained** | Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why. | Can clearly explain several ways in which his character \"saw\" things differently than other characters. | Can clearly explain one way in which his character \"saw\" things differently than other characters. | Cannot explain one way in which his character \"saw\" things differently than other characters. |
| **Required Elements** | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |
| **Props/Costume** | Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better. | Student uses 1-2 props that accurately fit the period, and make the presentation better. | Student uses 1-2 props which make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |

Historical Role Play: Final Task Rubric

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